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ABSTRACT

A compilation of resolutions and recommendations from conferences held by African Governments and African regional and national Adult Education Associations, this booklet shows the progress made in adult education and literacy in the African States. The Conference of African States held in Addis Ababa May 15-25, 1961 laid the foundation for adult education in Africa, and produced the Outline of a Plan for African Educational Development. Resolutions and recommendations from this conference are given, as are those from the following conferences: Regional Conference on the Planning and Organization of Literacy Programmes in Africa held in Abidjan March 9-14, 1964; the Commonwealth Education Conference, 1964 held in Canada; the Commonwealth Education Conference held in Lagos February 26-March 9, 1968; the Annual Conference of the African Adult Education Association held at Makerere University College, Kampala, Uganda, January 1968; the Third General Meeting of the African Adult Education Association held at Dar es Salaam, April 23 and 25, 1971; the Second Conference of the West African Council for Teacher Education held in Sierra Leone, December 14-19, 1970; the Nigerian National Council for Adult Education initial meeting held in Lagos, March 27, 1971; and the National Seminar on Excellence in Education held in Ibadan, May 17-19, 1971. Appendix 1 notes 22 laws and decrees concerning literacy which have been adopted since September 1967, and Appendix 2 discusses a new trend in adult education and literacy. (DB)

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PLEDGES

RESOLUTIONS

REFLECTION

RETHINKING

ACTION

ACTION

GOVERNMENT VOICES
PEOPLE'S VOICES

Literacy/Adult Education for

P R O G R E S S

A N D

H U M A N W E L F A R E

Compiled by

Amir H. Nasution

8 September 1971

Institute of African Adult Education

UNIVERSITY OF IBADAN, NIGERIA

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GOVERNMENT VOICES
PEOPLE'S VOICES

Literacy/Adult Education for

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AND

HUMAN WELFARE

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Institute of African Adult Education

UNIVERSITY OF IBADAN, NIGERIA

C O N T E N T S

INTERNATIONAL LITERACY DAY

INTRODUCTION

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2. Regional Conference on the Planning and Organization of Literacy programmes in Africa, 1964

3. Commonwealth Education Conference, 1964

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II. PEOPLE'S VOICES

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2. African Adult Education Association Conference, 1971

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1. Laws and Decrees since September 1967

2. Towards a new trend in Adult Education and Literacy.

INTERNATIONAL LITERACY DAY

"On this International Literacy Day ..... I urgently appeal to the developing countries to intensify their action even further and to the advanced countries to make an ever more generous contribution to programmes of international or bilateral assistance, so that the combined efforts of all may at last ensure that every mind has access to the light of knowledge."

Montreal, 8 Sept. 1967 — Rene Maheu, Director-General, UNESCO.

"And since I have referred to those countries (developing countries, ed.) how can I pass over in silence the most monstrous, the most scandalous of all the many instances of wasted human potential: illiteracy, which still, at the present time, keeps more than one-third of the human race in a state of helplessness...."

Message IEY, 1970 — Rene Maheu

".... Thus, the progress of any development plan of agriculture depends to a large extent on overcoming the obstacle of illiteracy..."

B.R. Sen
Director-General, FAO

"That African States step up their efforts to achieve functional literacy for all....."

AAEA Conf., 1971 — Resolution 5

"Let us all who are literate resolve that in each year, each literate person whether young or old will endeavour to help an illiterate person to become literate....."

Literacy Day, 1970 — W. Briggs, Federal Education Minister, Nigeria.

INTRODUCTION

8 September 1971

Six years after its adoption by the World Congress of Ministers in Teheran,
celebrated in all Member Countries by public as well as private organizations, the world community at large.

Last year the IAAE joined the celebration with the publication of :

Voices of the World
LITERACY FOR DEVELOPMENT AND HUMAN DIGNITY

International Literacy Day, the time for announcing pledges, statements and resolutions.

This year though in a small measure, the Institute would like to contribute again by issuing this booklet, a compilation of " d e c i s i o n s " by African Governments and r e s o l u t i o n s by the peoples, voiced by either regional or national adult education associations.

It is the time for reflection.

In Africa, the foundation for adult education was laid by the Conference of African States in Addis Ababa in 1961, attended by :

39 governments as participants
24 governments as observers
10 United Nations Agencies
24 international non-governmental organizations.

A historic giant conference indeed.

It produced the Outline of a Plan for African educational Development, signed solemnly by Ministers of Education and Heads of delegations as a form of transmittal to their Governments and to governmental and private agencies interested in Africa throughout the world.

All the successive resolutions and recommendations voiced by Governments and people's organizations show clearly the progress in ideas and concepts on Adult

Education and Literacy, the increasing interest and determination of all concerned.

Only shortage of finance and skilled personnel put a brake to the march forward. As early as 1961 it was recommended for instance, that Adult Education should be allotted a certain percentage (5%) of the education budget. In the 1964 Conference in Abidjan it was resolved to:

"Ask that the contribution (for literacy and adult education, ed.) be regarded as part of the overall national budget and not the 5% of the Ministry of Education's budget envisaged by the Ministers of Education at the Addis Ababa Conference."

However, the fact up to date is that in many countries the percentage is much lower. To give an example, Nigeria one of the developing countries with the highest percentage of education budget i.e. 25 to 35% of the National or Stage budget :

State and Local Authorities spending on School and Adult-Community Education 1968/69 (in £).

State (code)	A	B	C
State spending on :			
1. School education	2,004,665	2,068,970	1,439,375
2. Adult-Community Education (A/C.E)	31,360	46,104	28,856
Percentage (Educ. budget)	1.5%	2.2%	2.0%
Local Authorities spending on:			
3. School education	402,545	524,872	399,090
4. Adult-Community Education	34,690	68,783	45,880
Percentage	8.6%	13.1%	11.4%

S t a t e (code)	A	B	C
State and Local spending on:			
5. School education	2,407,210	2,539,842	1,838,465
6. Adult-Community Education	66,050	114,887	74,736
Percentage	2.7%	4.4%	4.1%
Population in 1000	4532	8810	6481
Expenditure per 1000 for A/C.E.	14.4(£)	13.0	11.6
Expenditure per head	3.4(d)	3.2d	2.7d

Taking spending No.1 as 30% from the total State budget the allocation for Adult Community education (No.2) will be between 0.45 and 0.7% of the total State (national) budget.

On the other hand, it is encouraging to observe that Adult Education has been gaining ground and interest as a discipline and a key to national development and unity. Adult education is included in the curriculum of colleges, taught as a degree subject in universities. In many countries hundreds of agencies support or participate in the education of adults, for instance in the U.S.A. there were at one time more than 400 agencies, and in Tanzania Government agencies, professional and voluntary organizations, Party branches etc. were engaged in this national undertaking.
Reports from the Literacy battlefield show that some countries have mobilized massive forces. To mention a few examples in Africa and other regions:x) in 1968/69 Cameroon marched forward with 7,530 teachers leading 151,600 students, Tanzania put into her national service all teachers throughout the country, farmers, community leaders and 1,054 rural development workers, serving more than 360,000 illiterate citizens, Zambia had a strength of 5,200 staff. Guinea's programme of mass literacy would enrol 80% of the entire population, and in 1968, 49,400 secondary school students, 5,000 school teachers and 600 university students received special training in order to work in literacy classes.

Iran in 1968 made about 500,000 literates; recruited in 1968/69 "Armies of Knowledge", 8,873 in uniform in addition to 23,856 voluntary teachers, leading a massive troop of 861,957 learners.

Indonesia during the years 1951-1964 had 3,280 full-time Community Education officials assigned for literacy work, and 2,200,000 voluntary teachers which produced about 37,000,000 literates, aged between 13 to 45 years; 24,000,000 literates and 300,000 village cadres during 1960-1964.

International cooperation marked a leap forward.

In addition to the normal measures administrative and legal provisions have put strength to the fighting force: ministerial decisions, State or Presidential decrees and special laws. Up to 1969 not less than 22 countries have resorted to the use of this "weapon" (Appendix 1).

No doubt, in the developing countries LITERACY EDUCATION forms the most urgent and crucial part of Adult Education. Regrettably, in spite of all serious and energetic efforts the number of illiterates is still increasing. However, it is encouraging to note that all the multivarious difficulties and failures experienced in the past have not disheartened those concerned and or relaxed the efforts. Furthermore, the concept of f u n c t i o n a l literacy, gradually has aroused more interest and hopes, and flared up the fighting spirit to make literacy a real means to social and economic development.

Up to 1970 there were not less than 53 countries which have declared their intention to take part in the Experimental World Literacy Programme.

Advisory and planning missions have been sent to 28 countries (15 in Africa) and technical assistance (experts etc.) to 21 countries (12 in Africa including Nigeria). A number

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x) Sources: Literacy 1967-1969, Unesco. 1970, ED.69/D.51/A; Literacy and Adult Education in the Asian region, Regional Office, Bangkok 1971; Proclamation of Indonesia's freedom from illiteracy, Dec. 31, 1964, Ministry of Education, Djakarta.

(of countries ...)

of countries have embarked upon functional literacy programmes, costing about $50,000,000 to which the UN and its Agencies contribute $10,000,000. Many countries have started to link literacy with community development or to integrate it into development projects.

Tanzania for instance, has been experimenting work-oriented literacy in the field of cotton, banana, and rice-growing, cattle breeding and home economics. In 1971 it has 3000 trained instructors with 400 inspectors.

The first Pahlevi Prize for meritorious work in 1967 was awarded to Africa, to the Tabora Girls' High School, Tanzania.

Adult education is more and more realized and stressed as an integral part of overall education and as an indispensible link in life-long education.

As Adult Education in Africa is quite new, of course, it can learn much from the rich and long experiences from advanced countries but at the same time it should be aware of the danger of just imitating or overplanting them as expressed by some eminent world leaders:

> "In the face of the growing and pressing demand for education, the need to act quickly probably led first to the adoption of solutions which had the advantage of being ready-made, but having the disadvantage of having devised in a very different political, economic and social context. It was in the underdeveloped countries, that this anachronism was most flagrant."
>
> Rene Maheu
> Director-General, UNESCO.

> "It is admitted that to-day the developing countries, by seeking to multiply indefinitely existing forms of education based on historic models of the West, are heading rapidly for economic disaster and social bankruptcy."
>
> Unesco/IIEP, 1967 Ph.Coombs

Along with the progress of development, Literacy and Adult education is being experimented and practised as the means to :

Progress and Human Welfare.

Again, it is the time for celebrations.

Let it be also a time for reflection, re-thinking and action. To quote the message of the Director-General of Unesco at the introduction of the International Education Year in 1970 (as adapted to Literacy Day,ed.) :

> "International Literacy Day must be more than a mere celebration. Its purpose should be to promote concerted action by Member States and by the international community towards four main objectives :
>
> 1. to take stock of the present situation;
> 2. to focus attention on a number of major requirements for both expansion and improvement;
> 3. to make available more resources;
> 4. to strengthen international co-operation."

In conclusion :

From pledges and resolution to reflection, re-thinking and a c t i o n.

Amir H. Nasution
Unesco Expert in Adult Literacy.

I. GOVERNMENTS VOICE

1. CONFERENCE OF AFRICAN STATES

Addis Ababa 15 - 25 May, 1961

RESOLUTIONS

RESOLUTION NO. 1

The Conference of African States on the Development of Education in Africa

Considering that economic and social progress is indissolubly linked with the development of education,

Considering the scope of the African countries' educational requirements as revealed by the conference's discussions, and the fact that these countries are unable, with their present normal resources, to implement the educational programmes recommended by the conference for their economic development,

Considering that it will be a long time before these educational programmes have appreciable effect on economic development and increase the resources of the countries concerned,

Noting accordingly that the implementation of the conference's decisions requires greater efforts on the part of the countries concerned and the provision of a large-scale external aid for them,

etc.

Invites the African countries concerned to devote as ample resources as possible to the development of education in their territories, in accordance with the broad targets of the five-year programme and the twenty-year programme set forth in the Outline of a Plan for African Educational Development;

Invites Unesco to approach the competent international organizations, governments and public and private institutions capable of providing large-scale assistance with the request that they contribute to the financing of such programmes recommended by the conference as are beyond the present normal resources of the African countries concerned;

Invites Unesco to assist the governments concerned to co-ordinate their national efforts with any external aid necessary for the fulfilment of the educational programmes adopted;

Invites the Economic Commission for Africa, other interested United Nations bodies, all States and countries and all non-governmental organizations which have taken part in the conference to support and share in the implementation of the present resolution.

RESOLUTION NO. 2

Invites the President and the Vice-Presidents of the conference to assist the Director-General of Unesco and the Secretary-General of the United Nations in their appeals to all Member States, international organizations and private institutions to co-operate with African States with a view to their putting into effect the Outline of a Plan for African Educational Development.

RECOMMENDATIONS

ADULT EDUCATION

It is recommended:

1. That governments should consider, where appropriate, the desirability of introducing some form of legislation, or of issuing a declaration of policy, to give impetus to adult education;

2. That the primary responsibility within the government for adult literacy teaching and for further education for those who have passed through the school system rests with the Ministry of Education, in which a Department of Adult Education will generally be desirable;

3. That wherever adult education activities are carried out by different departments and ministries some form of co-ordinating arrangement, such as an inter-departmental commission, be set up;

4. That in the development and expansion of adult education in Africa the resources of voluntary and non-governmental organizations be fully and effectively used and, where appropriate, new organizations for adult education be established;

5. -

6. That educational and cultural programmes for women should be accelerated, so that women can make their full contribution to the welfare of the community;

7. -

8. That new literacy compaigns should generally start with a limited number of local projects or courses for certain special groups or special zones, that governments subsidize the production of basic teaching and follow-up reading materials and sell them to learners at low prices, that adult literacy campaigns be launched when there is an adequate and continuing output of reading matter available for those who have learned to read;

9. -

10. That where governments intend to carry out full-scale national campaigns against illiteracy and are handicapped by a shortage of teachers they consider the possibility of enrolling and training young people into a National Literacy Service, this being a possible alternative to military service wherever such is in force;

11. That the designing of new school buildings should be made with a view to their use for adult education and out-of-school activities for young people;

12. That governments take all possible steps to improve and expand their educational radio services and to introduce, when and where it becomes appropriate, educational television services for adults;

13. -

14. That the press be encouraged to fulfil its potentialities as an instrument of adult education and literacy;

15. That governments establish research institutions serving adult education facilities for the training of all types of staff needed for adult education and youth activities, centres or units for the production of literacy teaching and reading materials, library services including book-box and other services for bringing books to people in remote communities, and centres for the production of audio-visual aids.

Notes:

1. The Conference was attended by 39 governments as participants, 24 governments as observers, 10 UN Agencies and 24 international non-governmental organisations.

2. The Outline of the Plan was signed by the Ministers of Education and Heads of Delegations for transmission to their Governments, and governmental and private agencies interested in Africa throughout the world.

3. Source : Final Report Conference of African States, 1961, UNESCO/ED/181.

2. REGIONAL CONFERENCE ON THE PLANNING AND ORGANIZATION OF LITERACY PROGRAMMES IN AFRICA

Abidjan, 9-14 March, 1964

Resolution Concerning the Organization of Literacy and Adult Education Programmes.

1. Takes note with satisfaction of the fact that literacy and adult education have become one of the main concerns of African Governments;

2. Observes favourably the determination of the African States to pursue the methodical organization and development of their national literacy programmes;

3. Deems it of fundamental importance to place literacy work, regarded as an integral part of continuing education, within the much wider framework of general education, in close co-ordination with economic and social development;

4. Considers that the contribution directly incumbent upon Member States in the financing of a literacy operation should constitute the major part of the total estimated cost;

5. Asks that the contribution be regarded as part of the overall national budget and not the 5% of the Ministry of Education's budget envisaged by the Ministers of Education at the Addis Ababa Conference;

6. Requests that for the implementation and financing of national literacy campaigns in Africa the international assistance envisaged under resolution 1677 of the United Nations General Assembly be granted to the African States;

7. Recommends, for that purpose, that Unesco receive additional financial resources, thereby enabling it to make a larger and more effective contribution in the form of multilateral international assistance;

8. Requests Unesco to increase its efforts in furtherance of the aims of this resolution and to neglect no opportunity of studying its technical assistance programmes in the field of literacy work and adult education;

9. Urges the Conference of African Ministers of Education to endorse the terms of the present resolution.

(Resolution ...)

Resolution Concerning the Organization of Studies and Research Relating to the Estimation of Literacy Costs

1. Invite the various African institutes, universities and research organizations to study the problem and make estimates, using all appropriate means, of the cost of literacy campaigns in Africa;

2. Ensure that such studies and estimates are made without impeding in any way present or future campaigns;

3. Request those African Governments which have not yet drawn up literacy programmes to call upon other African countries with wide experience in this field for technical aid and guidance, through inter-African and international organizations, particularly Unesco;

4. Foster in every possible way the compilation and exchange of scientifically accurate statistical data concerning past and current literacy programmes;

5. Urge the various African Governments to organize effective inter-ministerial co-operation and to co-ordinate all national efforts with a view to promoting literacy programmes and adult education.

Source : Final Report, UNESCO/ED/203, 1964

The Conference was attended by 37 African countries, 6 UN Agencies, 13 non-African countries, and 10 international non-governmental organizations.

COMMONWEALTH EDUCATION CONFERENCE 1964
C a n a d a

RECOMMENDATIONS

(iii) ADULT ILLITERACY

(8) Measures to remedy widespread adult illiteracy in Commonwealth countries deserve the strongest support.

(9) Literacy should never be regarded as an end in itself but as a means to the end towards which other measures for social education are also directed.

(10) Although adult literacy should not be undertaken at the expense of measures for the extension of formal education in the primary, secondary and technical schools, attention is drawn to the fact that in relation to numbers it can be a comparatively inexpensive process, making use of existing organizations and volunteers.

(11) It is recommended that adult literacy and adult education form part of national policy and that there should be co-ordination in policy and practice among relevant government departments, other organizations and individuals at every level.

(12) Co-operation between government and universities, which have a particular contribution to make in applied research, should be ensured, possibly by the appointment of a special advisory and co-ordinating body.

(13) Special attention should be paid to the adequate preparation, supervision and continuing evaluation of an adult literacy programme.

(14) Particular attention should also be paid to ensuring the production and adequate distribution of suitable reading material for new literates, Such material should be designed to be of interest and relevance to such new readers.

(15) Pilot projects in adult literacy, planned in depth and with a full complement of resources, are commended as a form of bilateral co-operation.

(16) Although it falls outside the normal process of Commonwealth education co-operation, the hope is expressed that means can be found to assist countries whose main handicaps to the furtherance of adult literacy are shortage of funds, material

4. COMMONWEALTH EDUCATION CONFERENCE
26 Febr.-9 March 1968, Lagos

Education for social and economic development

SUMMARY OF RECOMMENDATIONS

(1). -

(2). A new approach to adult education in the form of functional adult education related to development should be encouraged.

(3). Associated with the development of functional adult education there should be research into such subjects as motivation, teaching methods and learning processes of adults, and action research for the production of teaching media and planning; training programmes; the provision of suitable and sufficient teaching media; coordination between the responsible authorities; and, if possible, a reduction in the local costs of overseas aid.

etc.

Notes:

1. It is concluded that adult education is likely to remain patchy, inadequate and ill-conceived unless there is a more compelling motivation towards it in the case both of the individual and of the national authorities.

2. The term functional adult education is accepted as a descriptive of a form of education for adults which is directly related to their real needs and opportunities in daily life.

3. Concern is noted of the low priority accorded to adult education and adult literacy, justified as it may have been in the past, should be remedied in the light of the new role discerned for programmes of functional adult education including literacy.

Source : Report of the Fourth Commonwealth Education Conference 1968, Commonwealth Secretariat, Lagos, Nigeria.

and equipment.

(17) Opportunities to observe pilot projects in progress should be provided.

(18) Among more specific spheres for Commonwealth education co-operation commended for consideration are Commonwealth exchanges between universities and research and training institutions of staff engaged in applied research and training related to adult literacy.

(19) Commonwealth co-operation on adult literacy should, as required, take the form of providing adult literacy experts and training adult educationists, as well as similar measures for ancillary staff.

Source: Report Third Commonwealth Education Conference.

II. PEOPLE'S VOICE

1. THE AFRICAN ADULT EDUCATION ASSOCIATION

(formerly Adult Education Association of East and Central Africa)

R E S O L U T I O N S

OF THE ASSOCIATION PASSED AT THE ANNUAL CONFERENCE HELD AT MAKERERE UNIVERSITY COLLEGE, KAMPALA, UGANDA, IN JANUARY 1968

These resolutions arose out of discussions on the Conference theme of Continuing Literacy and of reports by study-groups on this theme. They were passed by a General Meeting of the Association on January 6th, 1968.

Other resolutions of the study-groups were received without discussion by a planary session of the Conference.

A. CONTINUING LITERACY

Resolution 1. Literacy and Further Educational Opportunity

This Conference on continuing literacy is of the unanimous opinion that literacy will not be functional or continuing unless it is combined with access to educational opportunities related to all the functions of adults in a developing society. Literacy education is one aspect of the education of adults, and it is essential that the artificial distinction between literacy training and the other forms of adult education be brought to an end.

B. THE FURTHERANCE OF ADULT EDUCATION

Resolution 2. National Associations for Adult Education

The Conference urges the formation of national associations for adult education in the member countries as a top priority.

Resolution 3. Adult Education and Development

Realising the need for adult education to make its maximum contribution to economic and social development of member countries, the Conference points to the need to bring together, at the highest national level, economic planners, educational administrators and political leaders

with professional adult educators, to discuss how adult education can best be integrated with the economic development planning in the country concerned.

Resolution 4. Adult Education Students and Programme Planning

The Conference strongly urges the adult educators to involve potential and actual students in the planning of the programmes and assessment of their needs, since they have a great deal to contribute which could make all the difference in the success or failure of the said programmes.

The Conference records its appreciation of students' efforts at forming local adult education association and societies and urges the formation of many more.

Resolution 5. Training in Adult Education

This Conference wishes to emphasise in the strongest possible terms the necessity for training of some kind for all engaged in the field of adult education, whether as full-time professionals, or as part-time volunteers. It wishes to deprecate the widely-held view that experience in teaching children is sufficient qualification for teaching adults.

In particular, it wishes to stress that writers for new literates need training. Librarians need training to introduce readers to suitable books, and teachers of illiterates and new literates also need special training.

This Conference regards this whole subject as of such vital importance that it has chosen it as the theme for its next conference.

Resolution 6. Exchange of Adult Education Publications

That a full exchange of adult education publications be instituted by the follow means:

(a) each member country should establish an exchange centre (or name an individual member to administer to exchange).

(b) each publishing unit should send to each exchange centre a copy of all publications with English translation where necessary.

(c) each publishing unit should send to the association a list of such publications, with synopses.

(d) each exchange centre should send to the Association a list of other publications of interest (with synopses) not included in (b) above.

(e) The Association should issue periodically to all members a complete list of publications, and should publish a select bibliography in the Journal.

C. READING HABITS AND MATERIALS

Resolution 7. Research Into Reading Habits and Materials

The Conference stresses the need for University Departments of Extra-Mural Studies and Institutes of Adult Education and other related institutions to conduct surveys of and/or research into the reading habits of literates and reading materials available for new literates in terms of their quality, relevance, quantity and accessibility, in order to map out ways for improving existing literature and providing more appropriate and suitable material; where possible the help of international organisations such as UNESCO should be sought.

Resolution 8. School Teachers and Reading

Conscious of the fact that the formal school systems as at present operating in most of the member countries do not give the pupils the necessary preparation for continuing literacy, the Conference stresses the need for curricula and teaching methods to be adapted to ensure the formation of life-long reading habits. To achieve this objective, specialised training must be included in teacher training colleges and refresher courses for teachers.

Resolution 9. Legal Provision for Libraries

Realising that continuing literacy cannot be carried on without the availability and accessibility of reading material the Conference takes the view that an adequate efficient library system based on legal provision is indispensible, and urges all governments to augment their library systems where they exist, and legislate for their provision where they are lacking. In all cases the systems must provide for small village libraries which should depend on local initiative. Adult educators, community development officers and extension workers are expected to take it as one of their primary tasks to stimulate local interest in reading and the establishment of local libraries, however modest they may be at the beginning.

D. UNIVERSITY ADULT EDUCATION

Resolution 10. Recognition of University Adult Education

Realising the fact that University adult educators adequately prepare students for an effective participation in the development of their country, the Conference urges governments and other related employers to recognise certificates of competence and, where possible, remunerate such students satisfactorily.

Note : Resolutions on Training for Adult Education were taken at the AAEA general meeting in January 1969 in Khartoum. See AAEA Members' Handbook 1971-73 edition.

2. AFRICAN ADULT EDUCATION ASSOCIATION

Third General Meeting, April 23rd & 25th, 1971 at Dar es Salaam

RESOLUTIONS

PREAMBLE

The African Adult Education Association, having met in conference at the University of Dar es Salaam, Tanzania from April 19-24, 1971, affirms that Education in African states cannot be regarded as a social service, but must be accepted as a necessary national investment. Adult Education, as an integral part of education, is fundamental in the achievement of Africa's Economic, Social and Political development. Therefore, the Association and the conference call upon all African states to give serious consideration to, and take urgent action for, the development with the following resolutions and recommendations:

RESOLUTION NO. 1

That African states take steps to make statutory provision for the establishment, financing and organisation of adult education.

RESOLUTION No. 2

That in every African state there should exist an effective national body whose responsibility it is to promote and coordinate adult education in all its aspects.

RESOLUTION NO. 3

That, since the majority of the population in African countries derive their living from the land in rural areas, and since there is a steadily growing disparity between the amenities and rewards of life in town and those in the country, to the disadvantage of rural people, governments should carry out rural training programmes in farming, cooperatives, marketing and rural problems.

RESOLUTION NO. 4

That, realising that at the present time a great imbalance exists between men's and women's education, more emphasis should be placed by all agencies of adult education on the education of women, so that they may participate fully in all aspects of national development.

RESOLUTION NO. 5

That African states must step up their efforts to achieve functional literacy for all, oriented to work and to relevant social problems. Provision must be made for effective follow-up in the form of reading materials, newspapers and libraries, to prevent relapse into illiteracy.

RESOLUTION NO. 6

That since the teacher occupies a key position in the education of the community, adult education should be included in the curriculum of all teacher training colleges and in undergraduate and graduate programmes in education.

RESOLUTION NO. 7

That all schools, governmental and non-governmental, should be regarded as focal points for the whole educational system, including adult education and their teachers, buildings, and resources should be available for adult education work.

RESOLUTION NO. 8

That governments should support and encourage research, evaluation and documentation in adult education, in order to provide data and results for the improvement of adult education programmes.

RESOLUTION NO. 9

That governments must take steps to train more personnel for adult education. University and other educational institutions should be fully utilized in the training of competent, practical and committed adult educators.

RESOLUTION NO. 10

That more provision be made for the in-service training and education of all people employed in government, semi-government and private enterprise.

RESOLUTION NO. 11

That, in view of the enormous problems of school-leavers and unemployment, governments should set up more adequate vocational training programmes for providing young men and women with agricultural, industrial and other skills, which will make them useful citizens.

RESOLUTION NO. 12

That, since a major aim of adult education is to develop enlightened citizens, capable of understanding the nations problems and needs, civic education including citizenship and leadership training must be intensified.

RESOLUTION NO. 13

That more extensive and imaginative use should be made of the mass media and in particular of radio, bearing in mind that the potential audience is much vaster than in any single class-room and that persons can be reached in remote places and even when they are illiterate.

RESOLUTION NO. 14

That the work of governments in promoting adult education and all forms of training for development could usefully be reinforced and supported by the efforts of voluntary agencies of all kinds; and therefore such agencies, including churches, welfare organisations, etc., should be appealed to for increased attention to adult education in their programmes.

Note : The Conference was attended by 120 persons from 16 African countries, 3 non-African countries and also from 6 international bodies.

3. RECOMMENDATIONS OF THE WEST AFRICAN COUNCIL FOR TEACHER EDUCATION AT THE SECOND CONFERENCE, DECEMBER 14-19, 1970, IN SIERRA LEONE

1. That all teacher-education institutions in West Africa should introduce courses on Education and National Development to sensitize prospective teachers to the impact of their work on economic growth, school-leaver problems, development of rural areas, and social change.

2. That immediate steps should be taken to involve primary teachers now undergoing training in participating in on-going social action activities. Additional steps must be taken to ensure the inclusion of adult and health education programmes as well as modern agricultural techniques in the teacher training programmes of teacher-education Institutions.

3. That WACTE should develop a proposal for curriculum research to be undertaken and/or supported by member institutions for the purpose of developing community-oriented curriculum for Primary Schools.

4. That WACTE should seek sufficient funds to enable the Secretariat to collect and disseminate ideas and examples of innovations in curriculum and methods in teacher-education to member institutions.

5. That WACTE should involve itself as an administrative and fiscal agency for appropriate multi-national projects in education in West Africa (e.g. West African Regional Mathematics Programme).

6. That in addition to WACTE's independent action, it is prepared to remain as an organic body within the frame work of the ATEA.

4. RESOLUTIONS OF THE NIGERIAN NATIONAL COUNCIL FOR ADULT EDUCATION, LAGOS, SATURDAY, 27 MARCH, 1971

1. That a body known as the Nigerian National Council for Adult Education be formally launched. By a unanimous vote, the Council was accordingly launched and formally inaugurated at 12.05 p.m. on Saturday, March 27, 1971.

2. Realising the fact that adult education is an important key to national unity and development, this body strongly urges that adult education be recognised as an essential part of our educational system; and that it should, therefore, be integrated within the framework of our overall National Education Planning.

3. Realising the fact that about two-thirds of our primary school children drop out before completing primary education, the Council views with great concern the plight of these youths and the not so rational use of our huge investments in their education, considering in particular, the cost-efficiency test of each unit of resources invested. Therefore, the Council urges that adequate adult education programmes be set up for making these youths productive participants in the society.

4. Realising that about 80% of the population of this country are illiterate, the Council views with regret and disappointment the fact that in the Second National Development Plan, only about half a million pounds out of a total of one hundred and thirty-nine million pounds earmarked for education was specifically earmarked for adult education programmes.

5. Realising the fact that the National Universities Commission makes its grants to our universities solely on the basis of the number of students within the walls of universities, the Council views with great concern the exclusion of extra-mural students and the consequent neglect of their education. Therefore, the Council appeals to the Commission to bear in mind the necessity for adult education in the allocation of grants to our universities.

6. In the light of the revelations contained in resolutions 2 to 5 above, the Council suggests that the following steps be taken without any delay:

   (i) That the Federal and State Ministries of Education should make adult education a statutory responsibility and increase its manpower, provide adequate training facilities for adult education personnel, improve the status of field workers and take appropriate steps to make our primary school drop-outs better productive participants in our society.

(ii) That adult education be included as one of the courses in the curriculum of all teacher training colleges.

(iii) That the Federal Government establish National Non-profit Correspondence Institutions under the Federal Ministry of Education to provide correspondence education at primary and secondary school levels.

(iv) That the Federal Government establish, by correspondence, part-time degree studies in one of the two Federal Universities.

(v) That the newly elected Officers of the Nigerian National Council for Adult Education get to work at once and open a dialogue with appropriate Government agencies on all the stated resolutions.

(vi) That all the stated resolutions be sent to the Federal Commissioner as well as the State Commissioners for Education, and Economic Planning and Social Development and the Vice-Chancellors of Nigerian Universities with copies to all the other Federal and State Commissioners for their information, cooperation and support.

(vii) That the Press, Radio and T.V. be used to disseminate the stated resolutions and other activities of the Council with the greatest effort possible.

RESOLUTIONS ON ADULT AND CONTINUING EDUCATION

5. NATIONAL SEMINAR ON EXCELLENCE IN EDUCATION[x)]

Ibadan, 17 - 19 May 1971

Recognizing unanimously the place and role of Adult Education in national development and nation-building, considering the present situation and problems as expressed during the Seminar, the following resolutions are made:

(1) That there should be changes in the country's educational structure so that adult education would form an integral part of the nation's education system.

(2) That consequent upon the fore-going resolution, adult education should be given appropriate financial support by Federal and State Governments.

(3) That funds and forces be mobilized from the private sector and voluntary organizations through persuasion, regulation, or statutory provisions.

(4) That appropriate recognition should be given to all personnel engaged in Adult Education.

(5) That adult education should be made functional and geared to the interests and felt needs of the communities.

(6) That adult education should be included in teacher training programmes to prepare teachers for their responsibilities in out-of-school education.

(7) That in all adult education development programmes there should be coordination between government and voluntary agencies.

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x) This Seminar, co-sponsored by the University of Ibadan and the U.S. Information Service was attended by about 75 participants from all States, Universities, Federal Ministry of Education including Commissioners, Vice-Chancellors, Permanent Secretaries, Teachers Union Leaders.

xx) Sourse: Report of the Seminar on Excellence in Education, 1971.

Appendix 1

LAWS AND DECREES CONCERNING LITERACY WHICH HAVE BEEN ADOPTED SINCE SEPTEMBER 1967 x)

1. Argentina. Decree number 2704 of 17 May 1968 establishing the objectives of the National Directory of Adult Education.

2. Bolivia. Decree-law of 4 December 1968 concerning the administrative reorganization of the Ministry of Education, including the Literacy and Adult Education Service.

3. Brazil. Law number 5379 of 15 December 1967 by which the federal government established a foundation named Brazilian Literacy Movement.

   Decree number 61313 establishing the national network for functional literacy.

   Decree number 63258 of 31 March 1969 concerning the organization of literacy classes for the illiterate recruits of the army.

4. Chad. Decree number 32/PR of 9 February 1968 concerning the organization of the literacy service and integrating literacy programmes in the general plan for education.

5. Chile. Decree number 10117 of 11 October 1968 concerning the creation of the Civic Corps for Literacy.

6. Republic of the Congo. Circular letter number 156/PM/CIRC of 18 December 1968 of the Prime Minister concerning the organization of literacy classes in private enterprises.

7. Democratic Republic of the Congo. Ministerial Decision dated 25 March 1968 related to the organization of a training course for the officials responsible of literacy programmes in the provinces.

8. Dominican Republic. Resolution number 774 of 12 December 1967 of the State Secretariat for Education related to the programme of primary education and accelerated professional training of adults.

9. Ecuador. Decree number 143 of 16 October 1968 concerning the establishment of the National Literacy Committee.

   Ministerial Decision number 263 of 5 February 1968 concerning the organization of different technical services within the National Centre for Literacy and Adult Education.

10. Gabon. Decree number 00399/PR/MENSC of 15 December 1967 establishing the National Committee of Literacy Radio Forum.

11. Guatemala. According to the Ministerial Decision number 502 of 8 April 1969, the student teachers must have made at least six adult literate before receiving their appointment.

12. Haiti. Decree of 23 January 1969 concerning the re-organization of the National Office for Community Development and Literacy and the establishment of the National Council of Literacy and Community Development.

13. Indonesia. Decree number 329 of 30 December 1968 of the President of the Republic about the adoption of a more intensive literacy programme in the overall Five Year Development Plan.

14. Iran. Agreement between the Ministry of Education and the Ministry of Agrarian Reform according to which the cultural centres established by the latter will serve first the new literates (studies, group discussion, use of radio and television).

15. Italy. Law number 470 of 2 April 1968 providing the National Union for the Struggle Against Illiteracy a contribution of 150 million lire every year for assistance to the educational, civic and social activities of this organization.

16. Libya. Decree of 2 April 1968 making compulsory literacy for adults and establishing the National Literacy Committee.

17. Madagascar. Decrees numbers 68-041, 68-042 and 68-043 of 16 January 1968 creating three new categories of staff for the literacy and community development service.

    Decree number 68-025 of 16 January 1968 instituting a diploma and certificate for those having successfully undergone training for literacy and community development work.

18. Paraguay. Decree number 35175 of 8 August 1968 giving national priority to literacy programme.

    General order number 44 of 10 April 1969, requesting the military centres to organize courses to raise the cultural, professional and social level of the draftees.

    Decree number 6177 of 14 July 1969, establishing the National Council of Literacy and Adult Education.

19. Spain. Ministerial order of 6 August 1968 asking that efforts be continued in order to wipe out illiteracy whose percentage has greatly diminished and urging that measures be taken in order to give complementary education to the new literates.

20. Syria. Draft law which stipulates that illiterate citizens under the age of 45 who work in industrial sectors must attend literacy courses where they are organized.

21. Togo. Decree number 68195 of 11 November 1968 establishing the National Literacy Committee.

22. United Arab Republic. The general education act of 1968 stipulates that the State provides general compulsory education for all children of the school age. It also lays down that public and private institutions should combat illiteracy among their illiterate workers.

A draft literacy law has been submitted to the National Assembly for ratification. This law urges private enterprises to organize literacy for the illiterate workers and stipulates that five years after its adoption, no illiterate adult will be provided with a job.

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x) Source: Literacy 1967 - 1969, Unesco 1970, ED.69/D.51/A.

Appendix 2

TOWARDS A NEW TREND IN
ADULT EDUCATION AND LITERACY

WHY AND HOW

Status and Place?

Adult education including literacy till some years ago was accorded a status as a separate part or at best an appendix beside formal education in many countries school systems. This dichotomy how erroneous it may be, has led to a degradation and a diplorable imbalance between school and out-of-school education.

"... Economic and social progress in indissolubly linked with the development of education."

Resolution
African States Conf. 1961

"... What is needed is nothing less than the organic integration of school and university education with out-of-school education and adult education... They are destined to play an essential part in the continuing and many-sided moulding of the human mind."

IEY Message 1970
Rene Maheu
Director-General, UNESCO

Role and Importance?

Adult education, called fundamental or basic education has been given a role more or less outside the context of socio-economic needs and national development. Literacy, particularly has been exercised as an end in itself. Both have been exploited, in many cases, for political purposes.

"... Adult education, the key to national development and unity."

Nigerian AE Conf. 1971

"... Economic development without adult education can be sterile ....."
AAEA Conf. 1971

Rashidi M. Kawawa
Vice-President, Tanzania

"... Illiteracy in Africa retards the development of the African continent in all fields. Literacy is the starting point for a minimum vocational training and upgrading of workers... contributes to productivity, the development of industry and consequently the better utilization of natural resources, and to prosperity in general."

Resolution
Conf. African Ministers of
Education, 1964

Concept?

Conventional adult education including literacy has not been related to the interest and actual needs of individuals and communities, to social and economic development in general. It has been found to be to a great extent fruitless.

Traditional literacy being regarded as an end in itself with all its shortcomings has proved to be rather meaningless and a wastage.

"Functional adult education which is directly related to real needs and opportunities in daily life ... presents the most promising avenue to a better educational future for many adults, especially those whose schooling has been inadequate and whose potentialities have not been fully developed for the benefit of themselves, their community and their nation."

The nature of education. CEC 1968

The Round Table of Bankers, Economists and Financiers on Literacy in Rome (1969), recognizing unanimously the economic and social importance of literacy as a productive factor for the development in industry, commerce and agriculture, took a number of resolutions including :

"...functional literacy training should appropriately constitute an integral part of the planning and implementation process (of development projects)."

"...That, within the framework of the programme for the Second Development Decade, functional literacy should become a recognized dimension of development planning, both as a social objective and as an efficient tool."

Financing?

Adult education including literacy has been allotted by many governments a meagre portion of their educational budget. Many programmes have been shelved or delayed because of lack of fund. No allocation, no money .....

"The financial costs of functional literacy should be covered by diverse public and private resources, together with investment."

World Congress of Education Ministers, 1965

"The resources of modern enterprise, industrial and agricultural, as well as banks, national, regional and international, of different types, and specialized credit agencies, should be brought to bear on training illiterate workers and farmers ..."

"Suggests that enterprises submitting tenders for major contracts in regions or countries where illiteracy poses manpower problems, should estimate for or otherwise mention the cost of literacy or training programmes constituting a vital condition for the efficient performance of the contracts."

Resolutions
European Round Table on Integration of literacy programmes in economic dev. projects, 1970.

"Legislation by National, State (or Provincial) Governments may be made to find funds. For example, industries may be required to spend a given minimum percentage of their profits on education and training This part ... be tax free."

AAEA Conf. 1971 E. A. Tugbiyele
Out-of-school Education for Rural Development in Africa.

"That funds and forces be mobilized from the private sector and voluntary organizations through persuasion, regulation or statutory provisions."

Resolution
Seminar on Excellence in Education, Ibadan 1971.

INTERNATIONAL PRIZES

f o r

Meritorious work in Adult Literacy
awarded annually on International Literacy Day, 8 September.

1. The Mohammad Reza Pahlevi Prize
A generous gift of H.I.M. the Shahinshah of Iran, since 1967.

2. The Nadezhda K. Krupskaya Prize
offered by the Government of the U.S.S.R. in 1969.

ERIC Clearinghouse
OCT 22 1971
on Adult Education